DOCUMENT RESUME

ED 450 659 HE 033 835

TITLE	CRitical Issues Bibliography (CRIB) Sheet: Tribal Colleges.
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2001-00-00
NOTE	8p.; For other CRIB Sheets, see HE 033 821 and HE 033 832-836.
AVAILABLE FROM	For full text: http://www.eriche.org.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	American Indian Education; *American Indians; Annotated Bibliographies; *College Students; Federal Indian Relationship; Government School Relationship; Higher Education; Institutional Characteristics; Program Descriptions; *Resources; *Tribally Controlled Education

ABSTRACT

This annotated bibliography provides an overview of tribal colleges, gives an account of their history, details examples of successful programs offered by tribal colleges, and discusses the relationship of tribal colleges to the federal government. The bibliography describes 21 resources, of which only the 3 Internet resources are not available from the ERIC database. (SLD)

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CRitical Issues Bibliography (CRIB) Sheet:

TRIBAL COLLEGES

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CRitical Issues Bibliography (CRIB) Sheet: Tribal Colleges

The first tribal college opened in the late 1960s; today there are more than thirty. Usually located on or near reservations, tribal colleges strive to meet the needs of students, many of whom would otherwise be unable to pursue a college education. The bibliography below provides an overview of tribal colleges, gives an account of their history, details examples of successful programs offered by tribal colleges, and discusses the relationship of tribal colleges to the federal government.

General/Overview

EJ595325
Belvin, K. (1999). Educating the mind and spirit: Tribal colleges reshape education for American Indian students. *Student Aid Transcript*, 10(4), 18-23.
Explains why tribal education is essential and how private funding makes it possible. Discusses the poor funding of tribal colleges and the history of American Indian education, and also offers examples of American Indian students in urban areas who return to tribal schools to learn about their cultural, linguistic, and spiritual heritage.

EJ595843
Cournoyer, D. (1999). Tribal colleges are dedicated to native students, communities. *Winds of Change*, special issue, 30-34.
Located on or near Indian reservations, tribal colleges meet local community needs, maintain Native culture, and allow American Indian students to attend college near home. Most tribal colleges are two-year institutions, but baccalaureate and transfer degrees are increasing. Includes a tribal colleges fact sheet, profiles of 26 tribal college students of the year, and college contact information.

EJ567765
Boyer, P. (1998). Many colleges, one vision: A history of the American Indian Higher Education Consortium. *Tribal College*, 9(4), 16-22.
Discusses the history and background of the founding of the American Indian Higher Education Consortium (AIHEC). Describes the difficulties experienced by the AIHEC and the actions taken to improve the state of tribal education and to promote unity.

EJ568879
Parker, C., and Cunningham, A.F. (1998). Tribal colleges as community institutions and resources. *New Directions for Higher Education*, 26(2), 45-56.
Despite their recent establishment, tribal colleges play a unique community role and have grown

in importance as providers of educational access for American Indians. Most, in enrolling students from as many as 40 different tribes and significant numbers of non-Indian students, are shifting enrollment patterns among Native Americans and helping advance the social and economic improvement of isolated populations.

ED409037
Boyer, P. (1997). *Native American colleges: Progress and prospects. A special report.*
Updating a 1989 report on the status of tribally controlled colleges in the United States, this monograph describes the history and characteristics of the tribal college movement and presents recommendations for the colleges. An introduction provides a brief history of tribal colleges and notes four common characteristics: they establish a learning environment that encourages participation and builds self-confidence in students who have come to view failure as the norm; they celebrate and help sustain Native American traditions; they provide essential community services; and they serve as centers for research and scholarship.

ED404064
Krumm, B.L. (1995). *Tribal colleges: A study of development, mission, and leadership.*
This paper overviews the development of American Indian tribal colleges and identifies effective leadership strategies that have maintained the viability of these institutions. The first tribal college--Navajo Community College in Tsaile, Arizona--was established in 1968. Other landmarks in the development of tribal colleges include creation of the American Indian Higher Education Consortium, passage of the Tribally Controlled Community Assistance Act, creation of the American Indian College Fund, and extension of land-grant status to tribal colleges.

History

Stein, W. J. (1998). *Tribal Colleges: 1968-1998.* In K.G. Swisher and J.W. Tippeconnic III (Eds.) *Next Steps: Research and Practice To Advance Indian Education.* Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
From 1968 to 1998, the number of tribally controlled colleges in the United States grew to 31. Based on the community college model, they are the only colleges in the world to support and teach curricula, cultures, and languages of their Indian nations. Tribal colleges must work more closely than other institutions with the federal government to secure base funding, and they have become experts at engaging the federal system to ensure their continued existence. The American Indian Higher Education Consortium, the national organization of tribal colleges, was formed to limit tribal rivalries and to pursue members' goals through a united front.

ED388478
Beck, D. R. M. (1995). *American Indian higher education before 1974: From colonization to self-determination.*
This essay traces the development of American Indian higher education from first contact to the 1970s.

Model Programs

EJ590147
Day, P..A., Blue, E.T., Raymond, M. P. (1998). Conducting research with an urban American Indian community: A collaborative approach. *Journal of American Indian Education*, 37(2), 21-33.
The American Indian Urban Higher Education Initiative, a collaboration between tribal and urban institutions of higher education in the Minneapolis area, was established to create systems change to benefit urban American Indian students. Community participation in an educational needs assessment organized by the Initiative included a symposium, three community forum sessions, and key informant surveys.

EJ538201
Wakshul, B. (1996). Tribal business information centers: A wealth of new resources for Indian communities. *Winds of Change*, 11(4), 36-40,43.
Quanah Crossland Stamps, assistant administrator of the Small Business Administration, describes a pilot program establishing 17 reservation-based Tribal Business Information Centers (TBICs) in North Dakota, South Dakota, Montana, Wyoming, and the Navajo Nation. Managed by tribal colleges, TBICs offer business workshops, access to computer technology, and other resources to assist American Indians starting or expanding a business.

ED386757
Thurston, K. (1995). The tribal college: A model for western institutions.
Mainstream educational institutions could improve their success rate with Native American students by emulating strategies used in tribal colleges. It is a well-documented fact that Western institutions are extremely unsuccessful in retaining Native American students. Research focusing specifically on composition courses at the University of New Mexico found that Native Americans are two-and-a-half times more likely to drop or fail those courses than their Anglo counterparts.

Government Relations

EJ593584
Ambler, M. (1999). Implementing the executive order: HHS takes lead in developing

comprehensive plan. *Tribal College*, 11(1), 22-24.
Describes the Department of Health and Human Services' (HHS) efforts to develop a comprehensive five-year plan that will change the way all HHS agencies deal with tribal colleges. Summarizes the conference held in Phoenix in January 1998 that brought tribal college presidents and departmental officials together to find common ground for developing the plan.

EJ568877
Wolanin, T. R. (1998). The Federal Investment in Minority-Serving Institutions. *New irections for Higher Education*, 26(2), 17-32.
Historically black colleges and universities, Hispanic-serving institutions, and tribally controlled colleges receive direct federal aid to maintain facilities, staff, and academic programs. These funds are in addition to resources from federal programs available to all institutions. Origin and evolution of these special federal programs of direct institutional support, underlying policy purposes, and current support level are examined.

EJ567768
(1998). Agriculture Signs Agreement to Provide Services to Tribal Colleges. *Tribal College*, 9(4), 38,46.
Describes the memorandum of agreement created by the American Indian Higher Education Consortium and the Secretary of Agriculture in an effort to assure that tribal colleges can participate fully in federal agriculture programs. Discusses the activities and improvements of tribal colleges made possible by four $50,000 grants from the United States Department of Agriculture.

EJ537773
Wright, S.W. (1996). Clinton opens "frontiers of opportunity" for tribal colleges: Native-American schools to vie for federal grants, contracts. *Black Issues in Higher Education*, 13(21), 28-29.
Discusses the effects of the recent White House Initiative on Tribal Colleges and Universities, which requires federal agencies to consider the institutions for contracts and grants and creates an advisory panel that will grade the agencies' progress on an annual basis. Tribal college and university leaders discuss the implications of the initiative.

ED401783
Clinton, W.J. (1996). Tribal colleges and universities. Executive order. Washington, DC: Executive Office of the President.
This presidential executive order was issued to: (1) ensure that tribal colleges and universities are more fully recognized as accredited institutions of higher education, have access to opportunities afforded other such institutions, and have federal resources committed on a continuing basis; (2) establish a mechanism to increase accessibility of Federal resources in tribal communities; (3) promote access to educational opportunities for economically disadvantaged students; (4) promote preservation and revitalization of American Indian and Alaska native languages and cultural traditions; (5) seek innovative approaches to link tribal colleges with early childhood, elementary, and secondary education programs; (6) and support National Education Goals.

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ED388156
Congress of the U.S. House Committee on Education and Labor. (1995). *A compilation of federal education laws. Volume III--higher education, as amended through June 1995*. Prepared for the use of the Committee on Economic and Educational Opportunities of the U.S. House of Representatives and for the Committee on Labor and Human Resources of the United States Senate, One Hundred Fourth Congress, First Session. {Committee Print.} Washington, DC: Government Printing Office.
This document presents the texts of selected titles, sections, and amendments of federal laws dealing with specific aspects of postsecondary education. It is divided into the following major parts: (1) "General Higher Education Programs"; (2) "Native American Higher Education"; (3) "National Science Foundation"; and (4) "Assistance to Specified Institutions."

Directory

ED421323
Bureau of Indian Affairs (Dept. of Interior), Office of Indian Education Programs. (1998). *Fingertip Facts*. Washington, DC: Author.
This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). The booklet opens with a brief description of OIEP functions, legislative background, mission statement, long-range goals, and a list of Goals 2000 panel members. Statistics on students and schools show that in 1997 the BIA served over 50,373 K-12 students in 185 (108 tribally controlled) schools on 63 reservations in 23 states. The BIA also funded 25 tribally controlled community colleges and operated 2 postsecondary institutions.

Internet Resources

American Indian Tribal Colleges: United States and Canada
Office of Vocational and Adult Education
U.S. Department of Education
http://www.ed.gov/offices/OVAE/tclist.html
Lists colleges and their contact information.

American Indian Higher Education Consortium (AIHEC)
http://www.aihec.org/
Includes links to AIHEC's 33 member tribal colleges and to two papers: "Tribal Colleges: An Introduction" and "What Makes Tribal Colleges Unique."

The American Indian College Fund
http://www.collegefund.org/main.shtm
Supports tribally-controlled colleges.